

# THE SOUTH INDIAN TEACHER

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## THE MADRAS TEACHERS' GUILD EDUCATIONAL CONFERENCE

### *Welcome Address*

*by*

THE REV. D. THAMBUSWAMY

LADIES AND GENTLEMEN,

It gives me very great pleasure to welcome you all to the 59th Educational Conference of the City Teachers. This Conference has been organised by the Madras Teachers' Guild, which can take legitimate pride in that it has probably the largest number of teachers on its roll. It may even claim credit for having been the PIONEER to the whole teachers' organisation throughout the Madras State. It is the PREMIER District Teachers' organisation and it owes its existence to the great pioneers who have built up this question to its present level. Its beginning was due to the efforts and co-operation of both official and non-official members connected with education of this province, and this Conference is in conformity with the spirit and the healthy tradition which those great men have built up. Our strength and solidarity, we owe to their untiring effort and selfless spirit.

The Guild is an appropriate living monument to the labour of teachers for well over half a century. It is a common forum of all grades of teachers for the common good of helping themselves by their own efforts. Its work is given due recognition both by Government and Public Bodies. To some, the Guild's work may seem as the voice of the malcontents and the discontented elements, clamouring for higher salaries and better conditions of service; we are not a trade union. Dissatisfaction and difficulties are, of course, aired from time to time, because we believe that efficiency is not only to be measured by results, equipment and buildings, but also in the efficiency maintained in every school by the adequacy, and regularity for teachers' salaries to be paid

and by the improvement in their conditions of service and tenure. We also wish to make it known that it is first and foremost in the spirit of those who have sought to serve the children of this great State that the Guild has primarily directed its energy, namely, to bring all teachers together, consider together how we might learn to serve in a better way. Specially in these days when courses and syllabus have changed with great rapidity and new courses of study have been introduced, the Guild has endeavoured in all possible ways to help teachers to adjust themselves to the changing emphasis and the different courses of study and by Refresher courses and Seminars have helped teachers to equip themselves so that they may discharge their duties efficiently and usefully.

In this connection, we shall be failing in our duty if we do not thank the Department for all the consideration and encouragement that it has given the Madras Teachers' Guild in the common task. Of course, the teachers' problems are by no means few. The Guild has tried to create public opinion and to give direction to those things that are of the utmost importance and that concern the teaching profession vitally.

The Teachers' Guild has been fortunate to have a Co-operative Society, a Benevolent Fund and also a Building Fund. More than 50 years have passed by since the Madras Teachers' Guild started its work and we are on the eve of celebrating its Diamond Jubilee. Of the thousands that work in this city as teachers, the number on the rolls of the Guild is only a few hundreds. "Union is strength", and we pray that the Guild may be enabled to draw a larger number into its fold so that in ever increasing numbers and in ever increasing strength, we shall be able to give a better account of ourselves and acquit ourselves creditably and worthily in the field of education.

**REORGANISATION OF SECONDARY EDUCATION** is a theme of this Conference. There has been an attempt at complete reorganisation of education in the Madras State since 1947.

Every one who has had anything to do with education in India or has given serious thought to the problem of education recognises the importance and urgency of re-organising education in all grades and stages. We have had the advantage of a Report from a Commission under the able Leadership of our Vice-Chancellor Dr. A. Lakshmanaswamy Mudaliar. The report is already available. Of course, there is need for reform in the University as well as in the primary and secondary stages, but the urgency for the reorganisation of secondary education is greater because no beneficial reform of University education is possible without changing the pattern of Secondary Education. Secondly, without a radical and thorough-going reorganisation of Secondary Education, we cannot hope to get teachers of the right type for our reformed primary stage or what we call Basic Education. Thus reform of the Secondary School is the key for the improvement of the whole system. Now that

the Commission's Report is before us, we would expect the centre as well as the States to implement the schemes adumbrated or put forward by the Commission.

In 1882 the Hunter Commission made certain recommendations. The present Commission has also stressed the need for the diversified courses.

1. The failure of the Hunter Commission was attributed to the half-hearted way in which the proposals of the Commission were implemented. It is our hope that the Report of this new Commission will not suffer the same fate that the Reports of earlier Commissions seem to have. We would like to see more of courage and initiative from the side of Government in implementing the recommendations of the Commission and with as little delay as possible.

Education is still a State responsibility. The Government of India which appointed the Commission can only advise the State Governments on the lines along which re-organisation can take place. The State Governments, however, for their part, seem to be keen to follow their ideas and theories. Some of the States have set up their own Commissions and Committees to plan educational reform. We do not ask for a uniform pattern of education for the whole of India, but we do certainly feel that Secondary Education should be cast within the mould of the broad outlines and main principles of democratic education suggested by the Secondary Education Commission.

2. Secondary Education has now become accessible to a much wider section of society. Large numbers of pupils with varying temperaments and tastes are in secondary schools to-day ; and therefore the need for diversified courses is far more pressing to-day than it was in the days of the Hunter Commission seventy years ago.

Fortunately such a reform has better chances of success to-day. The rapid industrialisation of the country opens new avenues of employment in which the rewards are often better than in white-collared jobs, for which the qualification used to be the old Matriculation examination or the comparatively easy University Degrees of the present day. Valuable suggestions no doubt have been made by the Commission, but as in the past, the same difficulties that hindered the movement of reform in education still seem to be there.

The second kind of difficulty is that which refers to finance and capital. Although diversified courses of study are not new to the Madras State, and they were introduced as early as 1948, the number of schools that have introduced or have taken to the diversified courses are comparatively very few. The reason is not far to seek. In the case of most private managements the reason for the non-introduction of these courses is financial. The conditions prescribed for the introduction

from the point of view of qualifications for the teaching staff or their remuneration are so unworkably impracticable. The organisation involved in working some of the technical and vocational courses will call for expensive equipment and material; and most State Governments seem to find it hard to meet the financial demands of such re-organisation.

3. There is again the question of the seven-year courses of studies as against the six years' course of Secondary Education which the Commission has recommended. This is one of the recommendations that has great financial implications. Most of the Secondary Schools from the point of view of staffing, equipment, appliances and accommodation have to adjust themselves for a financially strenuous and new situation altogether. Unless Government comes forward with proposals for substantial help and can give considerable encouragement to private managements to implement this great scheme, it will not be easy to give effect to this proposal. The Central Government, which has probably more elastic sources of revenue, should, therefore, come to the rescue of the State Governments, and in so doing, exercise a certain degree of control over the direction in which reform moves in the different States.

Private agencies have played a notable part in the cause of education, and they would be willing to continue to give their utmost co-operation if Government will on its side give private managements that freedom and initiative, of late, is tending to be taken away by Government interference and needless suspicion. Given that freedom and encouragement that is so vital to the growth, and forging of this new system of education suited to the needs of this country and as envisaged in the Commission's Report, we feel confident that private agencies will live up to the highest traditions of service to the people, as in the past.

With these few words I have great pleasure in welcoming you all to this Conference.

## *Inaugural Address*

Inaugurating the Conference Dr. P. V. Cherian said :

"Education definitely forms a most important part of our life. Without education we will be nowhere and you all know that education must start from our early childhood. Illiteracy is a great handicap to any nation. That is why we have in our Constitution a provision for free and compulsory education for our youth up to the age of 14. Naturally Secondary Education is of very great importance in this connection. The Secondary Education Commission has published an exhaustive report which has covered every field of activity connected with

Secondary Education. The very fact that the Committee had as its Chairman Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor of our University, is an assurance of its importance and exhaustiveness. Dr. Lakshmanaswami Mudaliar does not need any introduction anywhere. He is a man of very great international reputation not only in the field of education but also in many other fields. No doubt with a very discreet and constructive mind he has produced a report which commands our attention. I will, however, only touch on certain points which I think are important.

"We have different kinds of schools in our country and there are great variations among them. One of the recommendations of the Secondary Education Commission is to abolish the present Intermediate stage, to increase the period of Secondary Education by one year and to establish a three-years' course at the University stage. I am in complete agreement with this plan. We are finding from day to day that the student who gets into the college classes is not properly equipped with the qualifications that are actually necessary. In other words, he is not able to profitably assimilate the instruction given to him in college classes. This is due to the fact that the foundation in the Secondary course is not well laid. One more year added to the period of Secondary education will be of great benefit to students because it will give them greater powers of assimilation of knowledge imparted to him in the three-year degree course. Some Universities have even suggested that one year should be set apart after the Intermediate to give the student a better knowledge of English language and the Humanities etc. I do not know what the view of this Conference will be about English as medium of instruction. I have always felt it would be not to the advantage of the country if the English language is given up without mature consideration and allowing a period much longer than the 15 years as envisaged in our Constitution. English is an international language and mastery of this language is necessary for our advance in every department of life, particularly in the sciences. We have an unfortunate tendency to quote China, Japan and some other European countries who do not talk English as having made great progress without the use of the English language. This may be correct to a certain extent. But the point is our educated people are well-versed in the English language and for many years to come we have to depend on English Text books for many of our educational subjects. It is a well-established fact that translation of text-books in the different Indian languages will not be very effective. In other words text-books must be written in the language of the author and not translated. So until we have a large number of well-established scholars and authorities on different subjects in our country who can write with profound knowledge in our languages, we will not be able to make much progress. We should therefore retain English language as an important language for a long time to come. If this language is given up we may suffer internationally also. Our Embassies will not have the same influence that they have now. Our Foreign visitors also may not

be much impressed. I know a little bit of the Medieval profession and I cannot picture to myself a medical student who can talk in any other language than the English language. Particularly now when rapid phenomenal advances are made in medicine particularly in America and to a certain extent in England, I feel that great stress should be laid on these at the Secondary stage so that our boys and girls may be better fitted to understand English text-books when they come to the college classes.

I was a bit disappointed to see that no great importance in the report is attached to public schools. The Report refers to the last war when leaders for the armed forces were found amongst candidates trained in various schools. This is natural in all emergencies and also in certain other rare circumstances. But taken as a whole one would see that the person educated in a public school has an entirely different approach to life and is almost always distinguishable from those trained in other schools. Very often we hear public school boys accused of being snobs. But snobbery is fast becoming a thing of the past. No one can afford to be a snob these days of advanced democracy where everyone is equal and equally important. But a public school boy in later life can give something to the world which most other people are not able to. At the present day in our country itself these public school boys have a certain different personality and self-reliance. Perhaps the ordinary schools also may in course of time approach this amount of perfection. But since public schools are performing a useful function it should still be open to boys and girls who can afford to pay for their education. But principles of citizenship should be properly instilled in them so that they can understand what democracy really means and that they should contribute their share to the peace and happiness and prosperity of our country."

## OUR BOOK-SHELI

**WHAT BASIC EDUCATION MEANS ?** : By Hans Raj Bhatra. Pp. 60. (Orient Longmans, Ltd. Price : Re. 1.)

This is a booklet in the Basic Way series of books. Outlining the origin and the concept of Basic Education, it sets out to deal with its chief features, devoting a chapter to each as the centre of education is the child and knowledge is one unified whole. Self-activity or learning by doing aspect is well emphasised with reference to educational thoughts in that direction down the Ages from Aristotle. But the productive or craft centred nature thereof could have been dealt with more practically, furnishing data from existing basic schools to carry better conviction to readers, as there is still need to enthuse people in regard to the national importance of Basic system as making for peace could also have been better stressed with a comprehensive analysis of all the peace-making factors claimed to be inherent in the system. Two tables relative to productive percentage have been usefully added.

The brochure is a racy reading giving in a nutshell the significant aspects of Basic Education. It will prove a good first step in the study of Basic Education.

# MALABAR TEACHERS CONFERENCE

SRI K. KURUVILA JACOB

I am grateful to the organisers of this Conference for asking me to preside over this function, though I must confess that it was with some hesitation that I accepted the invitation. My work has been mainly in a secondary school and that on the east-coast and so I felt I was not competent to come and address you. Still I was aware that as teachers, we have many problems in common and I was sure I could learn a little more of your problems by associating with you and so I am glad to be here to-day.

I am very glad to read the history of the Malabar Elementary School Teachers' Union from the year 1934, when the Union was formed and how year by year the Union has grown in strength and has served to make the society and Government understand the problems of the teachers, and to recognise the important service to the community and the nation that the teachers are doing from day-to-day. Teachers' Unions are very important for the progress of education and in all the advanced countries of the world they play a very important part not only for safe-guarding the conditions of service and status of teachers, but also in the planning and organisation of the educational programme. In Denmark the minister of education is expected to assure the Parliament that he has consulted the Teachers' Union before he can bring any proposal for the reform of education. In England the National Union of Teachers is officially consulted on all important educational matters and the Burnham Committee which recommends to the ministry of education the salaries and other conditions of service of teachers consists of equal number of representatives from the National Union of Teachers and Local Educational Authorities and the orders passed by the minister of education approving the recommendations of the Burnham Committee has the force of an act of parliament. The N.E.A. of the United States also plays a very important role in the educational programme of the country. I was interested to see that these teacher organisations not only wanted good conditions of service for teachers, but also high educational standards for teachers. So among the activities of these unions were educational conferences, refresher courses, publication of educational magazines and literature. The National Union of Teachers have recently asked that the period of training of teachers should be increased by one year and that both the selection of candidates for training and the qualifying examinations should be made more strict, so that the professional standards of teachers should be maintained high. I would commend to you the example of these great teacher organisations in planning your activities, so that both the conditions of service and the maintenance of professional standards receive full attention.

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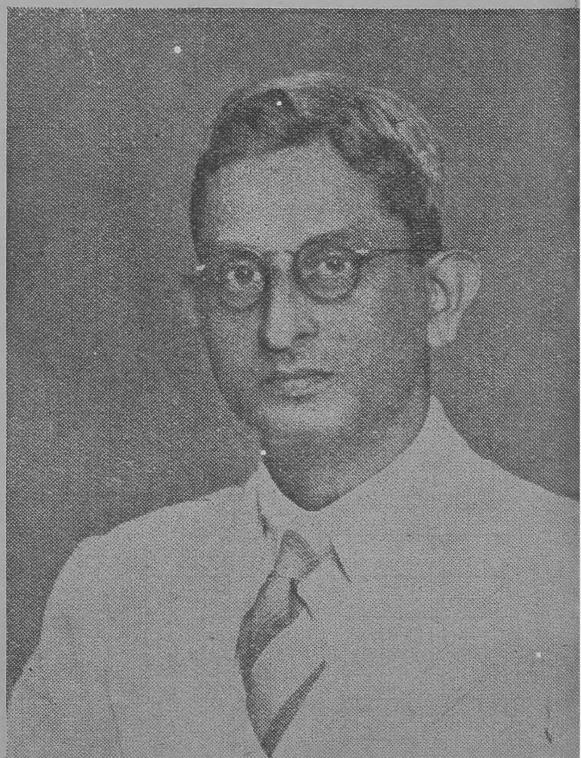
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SRI C. SUBRAMANIAM,  
*Minister for Education and Finance,  
Government of Madras.*  
who Inaugurates the  
44th Madras State Educational Conference, Tanjore.



SRI V. S. THYAGARAJA MUDALIAR,  
*Chairman, Reception Committee,*  
44th Madras State Educational Conference.



SRI S. GOVINDARAJULU NAIDU,  
*Director of Public Instruction,*  
who opens the Exhibition at the  
44th Madras State Educational Conference, Tanjore.

There is no need for me to say here, how pathetically low are the conditions of service of teachers in this country, especially that of the elementary school teachers. In aided elementary schools, the security of tenure is still uncertain, salaries are not sufficient to help the teacher to maintain his family, there is no provision for medical aid, and the provision for old age is so poor that as the teacher grows old, his misery increases. I know that our national leaders, and our ministers and the Director of Public Instruction are aware of this and are sympathetic, but they seem to be helpless because of the magnitude of the problem. But the problem has to be solved, because we want the children of the country to be educated well, because that is the only way to raise the economic, social and cultural life of our country. For this we must have good teachers who can devote themselves whole-heartedly to their important task and this will be possible only if the conditions of service of teachers are such that good men and women will be attracted to the profession and they will remain in the profession happily.

In some of the Western countries I visited recently, I found one factor which helped to maintain efficiency in the schools and also fair conditions of service for the teachers. These schools were closely connected to the people of the locality. Most of them belonged to the locality, and not to any private individual or groups of individuals, nor even to the State. The people of the small local educational district where the school existed, were proud of the school, of the teachers, of the buildings, of the equipments, of the methods of teaching and felt a responsibility for maintaining good standards in the schools, because these were their schools, where their children got their education. In America these local units meet most of the expenditure of the schools by local taxation, assisted by State aid which varies according to the economic conditions of the area. People do not grudge such local taxation because they know that the money will be spent by themselves, for the good of their children. The nearest approach to this condition may be possible in village panchayats, provided that in the matter of education the persons in responsibility will forget their politics and communal bias. In Denmark where there are Education Committees for small areas even within a municipality, though individual members are sometimes elected by political groups, as members of the education committee, they all work with the one aim, of maintaining good schools for the children. I have spoken at length of this point, because I believe that for the solution of our problems, it is not enough to have the sympathy of State authorities, but the schools must have a closer relationship with the locality, so that the parents will see that their children had good schools and that the teachers are given good conditions of service. How this may be done is a matter for serious consideration and I would suggest that the Teachers' Union should make a study of the possibilities.

Important changes have been taking place in Elementary Education in this State. The Government of India have advised all States to

aim at basic pattern of elementary education up to the age of 14 and in our State at present we have at least four types of elementary education functioning, (i) Basic schools, (ii) Ordinary Elementary schools, (iii) Primary Classes of Secondary Schools and (iv) the modified Elementary schools. To this may be added the primary stage of Anglo-Indian Secondary Schools. There is naturally some confusion in the minds of parents and teachers regarding the aims and organisation of these different types. It is worthwhile to consider what the aim of elementary education should be so that we may view these different patterns more intelligently.

Regarding the aims of Basic Education, Gandhiji who is the founder of the system has stated "True education is that which draws out and stimulates the spiritual, intellectual and physical faculties of children. My plan to impart Primary Education through the medium of village handicrafts like spinning, carding, etc., is thus conceived as the spearhead of a silent social revolution fraught with far reaching consequences. It means a new educational technique where progressive self-reliance in all aspects of a healthy balanced life, economic, physical, social, moral and cultural forms the medium of education and the necessary knowledge of subject-matter is given, habits and attitudes formed and faculties developed, through this process."

It is interesting to compare this aim of Basic Education with the aim of public Elementary Education in Denmark. The Education Act says, "The aim is to encourage and develop the natural gifts of the children to strengthen their characters and to impart to them useful knowledge". The aim of Primary Education in all advanced countries reflects the common features that will be noticed in the aims stated by Gandhiji and the Danish Education Act, namely, fostering the potentialities of children by providing suitable environment and giving them activities recognising that their minds are nimble and receptive, their curiosity strong, their imagination fertile and their spirits high, and that the environment and activities should help to strengthen the children's feelings for ethical values, inspire them with respect for human life, for nature, teach them to love their homes, their people and their country. Thus the school should contribute to give the children ideals, help them to set themselves aims in life, add to their respect for sincerity in speech and behaviour and strengthen their sense of duty, thus to become healthy, disciplined and useful citizens.

Different countries, while having more or less the same aim may use methods suited to their traditions and resources. But it will be noticed that the formal work of learning to read, write, to do arithmetic and to acquire knowledge of different kinds is only a part of the aim.

In Basic Education, in view of the poverty of our country Gandhiji found it necessary to suggest a village craft as the main activity around which the school programme is to be developed. In other countries they

use various types of activities to develop the potentialities. But the other main activities of the Basic Education programme will be found in all good primary education, viz. (i) The practice of clean and healthy living, (ii) The practice of self-reliance, (iii) The practice of citizenship in a community, (iv) The practice of recreational and cultural activities.

It is obvious from these statements that the aims and objectives of basic education are sound and suited to our country. As I do not have much experience in Elementary Education or Basic Education I am not competent to make any critical remarks on the working of Basic Education, but I would make the following observations for your study :

1. The aims and objectives of Basic education are good for all schools. Then why should they not be introduced into all the elementary schools. Clean and healthy living, self-reliance, citizenship, education, recreation and cultural activities should be part of all elementary schools.

2. In some of the schools in other countries where schools work out these ideals in their own way, and very efficiently, the headmasters and teachers are given freedom to adapt their methods to the interests of the pupils and the needs of the locality. My impression is that there is far too much regimentation in the orthodox basic education. Freedom and flexibility are essential for the growth and development of any educational system or method.

3. When Gandhiji planned the scheme he wanted basic education with productive craft as an activity, to begin at the age of 7 or 8. Is it right to use the same programme commencing at the age of five ? In my opinion it is cruelty to children to give systematic education with a productive craft at such immature age.

Regarding the Modified Elementary Education Scheme, I find it difficult to see how it will meet the aims of good primary education. Again it is with hesitation that I speak because I do not know enough about it and I have not seen a single school working according to the scheme. But from what I have read I would make the following observations :

(1) In view of the inadequate resources of the State, making use of the available facilities to educate more children, by an arrangement of shift system is justifiable as a temporary measure.

(2) The three hours available in such a system is hardly sufficient to provide the activities usually found in good primary schools which try to fulfil the aims of primary education. In the modified scheme the school attempts very little more than providing the ordinary subjects of systematic study.

(3) It is impossible for a teacher to do justice to the children, if he has to teach six hours a day for six days in the week. Parents who

sometimes attempt to teach their children at home will appreciate that for a good teacher who takes interest in the individual child, teaching two sets of children a day for six hours is asking too much of a normal human being.

(4) The out-of-school programme of the modified scheme in its present form is unreal and I need not say anything more than to state that elementary education cannot shirk the responsibility for providing the educational activities which are essential for the proper education of the children. Art, handwork, music, drama and group games are natural forms of educational activities which children everywhere enjoy. Let us not deny these to our children.

I would like to refer to another problem which I would like the Union to study.

In Denmark and the other Scandinavian countries, primary education commences only at the age of seven. In England though the children go to infant schools at the age of five, systematic education in the three R's begins only after the age of six. Gandhiji in his practical wisdom, wanted Basic education to begin after the age of seven. It is recognised by every one that formal education provided at more mature age is more effective and the lapse to illiteracy is less for those who give up education at an older level. If our country had the resources to provide education from the age of 5 to 14, beginning elementary education at the age of 5 might be good. But when we cannot afford to give even five years of education to all children, is it right to give the available facilities at the less mature age and allow children to leave schools half educated at the age of 10 ? I know there are many practical difficulties. By tradition some communities at least have always given formal education to their children at the age of five if not earlier. In poorer homes, parents would like to have their children complete their education sooner. There is a false assumption that Indian children are more mature at five than children in other countries. This is not true. We treat them sometimes as if they are more mature. I would like elementary school teachers who know the children to think about this problem. If we can afford to give compulsory primary education only for five years, because we know that more mature children will benefit more by formal education, should not that education be given beginning at an older age, as Gandhiji estimated at the age of 7 ? An answer may not be easy, but I would like Teachers' unions like yours to think about it.

I thank you once again for inviting me to preside over this function.

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# THE SOUTH INDIA TEACHERS' UNION

## ANNUAL REPORT

The Executive Board of the South India Teachers' Union has great pleasure in presenting the 45th Annual Report of the work of the Union for the period 1st April 1953 to 31st March 1954.

**STRENGTH:**—At the beginning of the year there were 19 District Teachers' Guilds and 20 directly affiliated Teachers' Associations on the rolls of the Union.

After the separation of the Andhra State, the residual Madras State has only 13 District Teachers' Guilds affiliated to this Union.

The following two Teachers' Associations have paid their affiliation fee for the year 1953-54 :—

1. Besant Theosophical College Teachers' Association.
2. Municipal High School, Proddatur, Cuddapah District.

**OFFICE-BEARERS:**—At the Annual General Body Meeting of the Union held at Mangalore on the 9th May 1953, the following office-bearers were elected for the year 1953-54 :—

*President* :—Sri S. Natarajan, B.A., L.T.

*Vice-Presidents* :—

- (1) Sri E. N. Subrahmanyam, M.A., B.L.
- (2) Sri U. Keshava Rao, B.A., L.T.

*Secretary* :—Sri T. P. Srinivasavaradan, B.A., L.T.

*Joint Secretary* :—Sri U. Srinivasa Kini, B.A., L.T.

*Treasurer* :—Sri L. Mariapragasam, B.A., L.T.

Sri J. Vaidyanathan, B.A., L.T. was elected Convener and Sris. K. S. Chengalroya Iyer, K. N. Pasupathi, S. R. Narayana Rao and A. S. Narayanan were elected members of the Vigilance Committee.

The Working Committee at its meeting held on the 4th July 1953 elected Sri C. Ranganatha Aiyengar, M.A., L.T. as Journal Secretary and Sri V. B. Murthi, M.A., was elected Assistant Journal Secretary.

**THE EXECUTIVE BOARD:**—The Executive Board met five times during the year (on 4—4—1953 at Madras, on 7—5—1953 at Mangalore, and on 4—7—1953, 17—10—1953 and 13—2—1954 at Madras).

Business relating to Malabar Elementary School Teachers, salary of elementary school teachers, New Madras Elementary Education scheme,

the working of the Five Year Plan, G.O. on election to the Legislative Council from Teachers' Constituency, State Educational Conference, Education Week, and the Departmental Orders on administration of special fees and amendments to the Madras Educational Rules, were transacted.

**THE WORKING COMMITTEE** :—Though the Working Committee met only once on 4—7—1953, much work was done in circulation.

**THE 43RD MADRAS STATE EDUCATIONAL CONFERENCE** :—The Conference was held at Mangalore from the 6th to the 10th May 1953 under the distinguished Presidentship of Sri K. Kuruvila Jacob, Headmaster, Madras Christian College High School, Madras. The Conference was inaugurated by Sri K. Hanumanthayya, Chief Minister, Mysore State. The Conference met in four sections :—

1. *Basic and Primary Education section.*—

*Chairman* : Sri M. S. Ekambara Rao.

*Convener* : Srimathi Saraswathi Srinivasan.

2. *Secondary and Technical Education section.*—

*Chairman* : Sri M. J. Sargunam.

*Convener* : Sri S. Venkataramanan.

3. *University Education section.*—

*Chairman* : Sri R. Krishnamurthi.

*Convener* : Sri H. Sunder Rao.

4. *Administration, Organisation and Teacher Education section.*—

*Chairman* : Sri T. P. Srinivasavaradan.

*Convener* : Sri K. Narayanan.

Important subjects were discussed at these sectional conferences and reports were presented to the General Sessions of the Conference.

The Educational Exhibition was opened by Sri K. Sanjeeva Bhat, M.A., L.T., District Educational Officer, South Kanara, Mangalore.

The Sabhesan Memorial Lecture was delivered by Prof. R. Krishnamurthi, Principal, Pachiappas College, Madras.

**THE 28TH ALL-INDIA EDUCATIONAL CONFERENCE** :—The Conference was held at Calcutta from the 27th to the 31st December, 1953 under the Presidentship of Sri K. G. Sayidain, Educational Adviser to the Government of India. Messrs. S. Natarajan, T. P. Srinivasavaradan, C. Ranganatha Aiyengar, C. M. Fazalur Rahman and L. Mariapragasam attended the Conference as our representatives in the Council of the Federation while many members of the Union attended the Conference as delegates.

**PROPAGANDA** :—Sri C. Ranganatha Aiyengar, Journal Secretary, toured Tiruchirapalli and Pudukkottai representing the Union, the S.I.T.U. Protection Fund, the S.I.T.U. Benevolent Fund and the Journals. The

Union is thankful to Sri V. Natarajan, Retired Divisional Inspector of Schools, for his valuable help in the work of the Union and in his able assistance to Sri C. Ranganatha Aiyengar during his propaganda tour.

**THE 23RD SOUTH INDIAN EDUCATION WEEK :—**The Week was observed from the 26th October to the 1st November, 1953. Dr. V. N. Sharma, Secretary of the All-India Child Educational Council, was the Chairman of the Central Education Week Committee. The central theme chosen for discussion during the Week was "Education and the First Five Year Plan". A handbook of suggestions was published by the Central Education Week Committee for the effective observance of the Week.

We are grateful to Messrs. B. G. Paul & Co., Publishers, Madras, for publishing the booklet on behalf of the Central Education Week Committee.

Reports of observance of the Week were received from many parts of the State.

**OUR DISTRICT GUILDS :—**All the District Teachers' Guilds have held their Annual Conferences, observed Education Week.

The North Arcot District Teachers' Guild celebrated its Silver Jubilee.

The Madras Teachers' Guild organised a Seminar and a Refresher course in English. It also arranged in collaboration with the Union a course of six lectures on the oral approach to the Teaching of English by Mr. F. L. Billows and another course of six lectures on the New English syllabus was also arranged in co-operation with the Union and with the kind help of Dr. J. F. Forrester.

The Tiruchirapalli District Guild organised an English Teachers' Study circle.

The South Kanara District Guild is making efforts to build a Reference Library, has organised a course of lectures in English. It observed Teachers' Demand Day in February, 1954. It is conducting a monthly journal, 'Vidyodaya', in Kannada.

**OUR JOURNALS :—**The South Indian Teacher and the Balar Kalvi. The journals have been published regularly during the year. The Executive Board was reluctantly compelled to enhance the rate of subscription for the South Indian Teacher in order to meet the heavy cost of publication. The subscription rate of Balar Kalvi is kept deliberately low so as to make it possible for the elementary schools to subscribe for it, though its finances are not at all happy.

The Board thanks the Journal Secretary and the Members of the Journal Committee for their valuable services. It records its sincere thanks to the subscribers of the journals for their continued support.

**THE S.I.T.U. PROTECTION FUND, LTD.** :—The total assets of the Fund as on 31—12—1953 were Rs. 12,04,071 as against Rs. 11,04,125 on 31—12—1952. The total number of policies as on 31—12—1953 was 4,586 as against 4,356 in the previous year. The progress of the Fund is satisfactory.

**THE S.I.T.U. PROFESSION TRUST FUND** :—The total expenditure for the year ending 31—12—1953 was Rs. 568-15-6 and the total assets on that date were Rs. 3,441-8-5.

**S.I.T.U. PUBLICATIONS, LTD.** :—On the 31st December, 1953 there were 122 shareholders with 14 A-class shares and 502 B-class shares. Two publications titled, "Children-Citizens of Bharat" and "Pudumai-kanda Periyorgal" were published during the year. There had been a net profit of Rs. 246-7-9 for the year 1953.

**THE S.I.T.U. BENEVOLENT FUND** :—For the year 1st April, 1953 to 31st March, 1954 there had been an enrolment of 2,625 members. It is a matter of regret that while we claim a membership of nearly 30,000, only 2,625 should have enrolled themselves as members of this Fund. The Benevolent Fund Committee met three times during the year 1953-54. It is hoped that in the new year all the members of the Union would enrol themselves as members of this Fund and thus enable this Fund to be of great service to the teacher in times of sickness, etc.

**THE WORK OF THE UNION** :—Representations were made to the authorities on the resolutions of the last State Educational Conference and of the Executive Board.

The Union's views on the Modified Scheme of Elementary Education were given very careful consideration both by the Parulekar Committee and the Government.

Representations were made on the G.O. imposing certain conditions for teachers to stand for election to the Legislative Bodies.

**SECONDARY EDUCATION COMMISSION** :—A special Conference of the Presidents, the Secretaries and the Representatives of the District Teachers' Guilds was convened on the 17th October 1953 to consider and Report on the recommendations of the Secondary Education Commission. The Conference was inaugurated by Dr. A. Lakshmanaswamy Mudaliar, Chairman of the Commission.

**THE S.I.T.U. COUNCIL OF EDUCATIONAL RESEARCH** :—The formation of this Council was approved at the last General Body Meeting. Steps are being taken to establish the Council at an early date.

**CONCLUSION** :—With the formation of the Andhra State, the income of the Union by way of affiliation fee has appreciably decreased. But the work of the Union has steadily increased with the recognition of the Union as a body competent to make representation on behalf of teachers. Steps have to be taken to improve our finances and the Executive hopes that the members would be ready to bear their share,

During the year under review it was hoped that the Government would, at least as a gesture of their earnestness to do something for improving the lot of teachers, meet our modest requests, such as, house rent allowance, medical relief, adoption of government scales of salaries for all categories of teachers, enforcement of uniform leave rules and increased rate of contribution to the Teachers' Provident Fund. While the Government are able to find money for other schemes and projects, it is painful to note that they plead lack of finance only whenever suggestions are made for bettering the conditions of teachers. Lip sympathy can afford no relief to the members of the teaching profession driven to despair.

We are deeply grateful to the Government for granting the small increase of Rs. 3 in the salaries of aided elementary school teachers, though it was promised two years ago. What a change would there have been, if this increase had been granted then!

We would like to bring to the notice of the Government that the discontent among the teachers, if not immediately removed, may cause irreparable harm to education. Unless the teachers are guaranteed a salary scale sufficient to enable them to lead a life of cultural competence, it is idle to expect them to put forth their best efforts and all appeals to them to discharge their duties in the name of the nobility of the profession, would prove ineffective. We are convinced that if the Government have the will, they can do justice to the cause of teachers and of education.

The task before us is great. Educational reorganisation is the talk of the day, and public attention is strongly focussed on the subject and Education seems to be everybody's business. While such an interest is a welcome feature, it is likely to have harmful effects if teachers fail to be vigilant. Everybody thinks Education is *his* business only and in so doing he forgets the two classes of people most concerned—the teacher and the taught. Political groups and parties are trying to secure control over education for party ends and there is need for effective organisation among teachers so as to secure and retain our leadership in the field of education. The Executive Board would appeal to all teachers to sink all minor differences, if there be any, and to unite in a common cause—service to the children of the land.

The Teachers' Charter approved by the Coimbatore session of our Conference has been adopted by the All-India Federation of Educational Associations at its Conferences held at Calcutta. This Charter describes our rights and responsibilities and the Executive appeals to all teachers to live up to the ideals enunciated therein and to strive to secure the acceptance of the Charter by the Society and the State.

U. SRINIVASA KINI,  
*Joint Secretary.*

T. P. SRINIVASAVARADAN,  
*Secretary.*

# THE SOUTH INDIA TEACHERS' UNION

*Statement of Receipts and Charges for the year ended 31st March, 1954.*

RECEIPTS.	RS.	A.	P.	CHARGES.	RS.	A.	P.	
Balances on 1st April, 1953 :				Salary ..	1,503	13	0	
Fixed Deposits with the Madras Teachers' Guild Co-operative Society, Ltd. . .	1,250	0	0	Postage ..	362	10	0	
(Earmarked for Silver Jubilee Fund Rs. 1,150, for Defence Fund Rs. 100)				Telephone charges ..	96	1	0	
National Savings Certificates ..	800	0	0	Office Stationery ..	98	2	3	
(Earmarked for Silver Jubilee Fund.)				Social to distinguished visitors ..	195	5	0	
Indian Bank, Ltd. :				Executive Board meeting expenses ..	44	13	0	
Current Account ..	278	14	10	Contingencies ..	34	6	0	
Savings Bank Account ..	17	15	2	Conveyance, Cartage, etc. ..	89	1	6	
Cash on Hand ..	171	1	11	Travelling Allowances for attending Executive Board meeting and Edl. Conferences ..	465	12	0	
Stamps on Hand ..	3	11	3	Mis. Printing ..	97	2	0	
With Balar Kalvi ..	400	0	0	Rent & Lighting charges ..	211	10	0	
Shares in S.I.T.U. Publications, Ltd. (Purchased in 1951-52) ..	200	0	0	Audit Fee ..	75	0	0	
	3,121	11	2	Bank & M.O. commission ..	5	15	0	
Affiliation Fee :				23rd South Indian Education Week ..	47	14	6	
District Guilds ..	1,170	0	0	Sabhesan Memorial Lecture ..	20	0	0	
Teachers' Associations ..	22	0	0	Affiliation Fee to A.I.F.E.A. (1953) ..	25	0	0	
Individual subscriptions ..	325	14	0	Books & Publications ..	50	1	9	
Certification Fee (1952) ..	449	8	0	Conference Report publication charges ..	195	8	0	
Delegation Fee :				Mis. Contributions ..	110	0	0	
43rd Edl. Conference ..	179	8	0	Party expenses :				
44th Edl. Conference ..	746	0	0	1. Farewell to Miss K. N. Brockway ..	37	12	0	
Interest :				2. Refresher course ..	19	10	0	
From Bank ..	0	6	5	3. Farewell to Dr. M. V. Krishna Rao ..	142	8	0	
From Fixed Deposits (Silver Jubilee Fund account ..				4. Reception to Secondary Education Team ..	264	9	0	
Rs. 42-4-0.) ..	44	0	0	The S.I.T.U. Benevolent Fund account transferred ..	143	8	0	
23rd South Indian Education Week ..	35	0	0	Balances on 31st March, 1954 :				
Sabhesan Thanksgiving Fund (Interest) ..	18	0	0	Fixed Deposits with the Madras Teachers' Guild Co-operative Society, Ltd. ..	1,250	0	0	
Contributions towards salary account from :				(Earmarked for Silver Jubilee Fund Rs. 1,150, and Defence Fund Rs. 100)				
South Indian Teacher ..	400	0	0	National Savings Certificates ..	800	0	0	
Balar Kalvi ..	100	0	0	(Earmarked for Silver Jubilee Fund.)				
S.I.T.U. Publications ..	150	0	0	Indian Bank, Ltd. :				
Research Fund grant from Govt. ..	250	0	0	Current account ..	*928	3	10	
Donations received for :				Savings Bank account ..	41	5	7	
1. Farewell to Miss K. N. Brockway ..	45	0	0	Cash on Hand ..	102	9	11	
2. Refresher course ..	3	0	0	Stamps on Hand ..	0	1	3	
3. Farewell to Dr. M. V. Krishna Rao ..	126	0	0	With Balar Kalvi ..	375	0	0	
4. Reception to Secondary Education Team ..	290	0	0	Suspense—Benevolent Fund—printing ..	11	2	0	
Other Receipts :				Share money with S.I.T.U. Publications ..	200	0	0	
1. The S.I.T.U. Benevolent Fund ..	112	8	0					
2. The S.I.T.U. Council of Educational Research ..	148	0	0					
3. For supply of Conference Report ..	79	0	0					
4. Sale of publications ..	39	1	0					
5. From the South Indian Teacher ..	190	0	0					
	Total ..	8,044	8	7	Total ..	8,044	8	7

\* Includes Rs. 368-7-6 of Silver Jubilee Fund and Rs. 49-5-6 of Sabhesan Thanksgiving Fund.

# THE SOUTH INDIAN TEACHER

*Statement of Receipts and Charges for the year ended 31st March, 1954.*

RECEIPTS.	RS. A. P.	CHARGES.	RS. A. P.
Balances on 1st April, 1953:			
Fixed Deposit with the Madras Teachers' Guild Co-operative Society, Ltd.	.. 500 0 0	Journal Printing .. 2,663 1 0 Paper .. 1,414 6 6 Salary .. 400 0 0 Postage .. 350 12 0 Contingencies and Stationery .. 50 3 9 Conveyance charges .. 48 1 6	
Indian Bank, Ltd.:			
Current account ..	323 10 6	Secretary .. 51 15 0	
Savings Bank account ..	12 9 0	Honorarium to Journal Secretary .. 50 0 0	
Cash on Hand ..	361 6 9	Travelling allowance .. 30 0 0	
Stamps ..	0 9 3	Mis. Printing charges .. 32 8 0	
With Balar Kalvi ..	1,020 10 0	Bank Commission .. 9 4 0	
Shares in S.I.T.U. Publications (Purchased on 1951-52) ..	80 0 0	Interest on loan paid .. 2 8 0	
	2,298 13 6	Advertisement commission .. 50 0 0	
Subscriptions ..	2,975 7 0	Special Envelopes .. 83 4 3	
Advertisement charges ..	1,505 10 0	Balances on 31st March, 1954:	
Sale of Publications ..	988 6 0	Fixed Deposit with the Madras Teachers' Guild Co-operative Society, Ltd. .. 500 0 0	
Interest:			
From Bank ..	0 9 6	Indian Bank, Ltd.:	
From Fixed Deposit ..	20 0 0	Current account .. 767 0 0	
		Savings Bank account .. 13 2 6	
		Cash on Hand .. 8 8 3	
		Stamps .. 4 9 3	
		With the Union .. 190 0 0	
		With Balar Kalvi .. 989 10 0	
		Shares in S.I.T.U. Publications. .. 80 0 0	
Total ..	7,788 14 0	Total ..	7,788 14 0

# BALAR KALVI

*Statement of Receipts and Charges for the year ended 31st March, 1954.*

RECEIPTS.	RS. A. P.	CHARGES.	RS. A. P.
Balances on 1st April, 1953:			
Indo-Commercial Bank, Ltd.	225 7 9	Journal Printing .. 1,095 14 9 Paper .. 228 14 9 Salary .. 100 0 0 Postage .. 188 8 9	
Cash on Hand ..	4 3 3	Contingencies .. 9 8 0	
Stamps ..	1 9 6	Conveyance charges .. 22 11 6	
	231 4 6	Bank Commission .. 2 2 0	
Subscriptions ..	1,134 1 0	Mis. Printing charges .. 12 12 0	
Advertisement charges ..	580 0 0	Special Envelopes .. 163 2 0	
Sale of Publications ..	0 4 0	By South Indian Teacher .. 31 0 0	
Interest from Bank ..	2 8 3	By S.I.T. Union .. 25 0 0	
		Balances on 31st March, 1954:	
		Indo-Commercial Bank, Ltd. .. 60 14 9	
		Cash on Hand .. 4 13 3	
		Stamps .. 2 12 0	
Total ..	1,948 1 9	Total ..	1,948 1 9

# THE 23rd SOUTH INDIAN EDUCATION WEEK

(26th October to 1st November 1953)

## Statement of Receipts and Charges.

RECEIPTS..	RS. A. P.	CHARGES.	RS. A. P.
Donations ..	35 0 0	Contingencies ..	2 10 0
From Union Funds ..	12 14 6	Conveyance ..	0 8 0
		Postage ..	44 12 6
Total ..	<u>47 14 6</u>	Total ..	<u>47 14 6</u>

N.B.—We are thankful to Messrs. B. G. Paul & Co., Madras for their help for publishing the hand-book of suggestions on behalf of the Central Education Week Committee.

## THE SILVER JUBILEE FUND ACCOUNT

(As on the 31st March 1954.)

	RS. A. P.	Details:	RS. A. P.
Balance on 1st April, 1953 ..	2,276 3 6	Fixed Deposits with the Madras Teachers' Guild Co-operative Society, Ltd. ..	1,150 0 0
Add—Interest earned ..	42 4 0	National Savings Certificates ..	800 0 0
		With the Union ..	368 7 6
Total ..	<u>2,318 7 6</u>	Total ..	<u>2,318 7 6</u>

## DEFENCE FUND

Fixed Deposit with the Madras Teachers' Guild Co-operative Society, Ltd. Rs. 100/-.

## THE SABHESAN THANKSGIVING FUND

(As on the 31st March 1954.)

	RS. A. P.	RS. A. P.	
Balance as on 1st April, 1953 ..	651 5 6	Memorial Lecture by Prof. R. Krishnamurthi Iyer ..	20 0 0
Add—Interest earned on Fixed Deposits ..	18 0 0	Balance on 31st March, 1954: Fixed Deposits with the Madras Teachers' Guild Co-operative Society, Ltd. ..	600 0 0
		With the Union ..	49 5 6
Total ..	<u>669 5 6</u>	Total ..	<u>669 5 6</u>

T. P. SRINIVASAVARADAN,  
Secretary.

L. MARIAPRAGASAM,  
Treasurer.

Examined and found correct.

MADRAS,  
12th May, 1954.

V. SOUNDARARAJAN & CO.,  
Chartered Accountants.

# THE SOUTH INDIA TEACHERS' UNION

## EXECUTIVE BOARD

### Office-Bearers :

- \* 1. President :—SRI S. NATARAJAN, B.A., L.T., Headmaster,  
St. Gabriel's Secondary Training School,  
Broadway, Madras-1.
- \* 2. Vice-President :—(i) SRI E. N. SUBRAMANIAM, M.A., B.L.,  
Besant Theosophical College, Madanapalle.
- \* 3. Vice-President :—(ii) SRI U. KESHAVA RAO, B.A., L.T.,  
Headmaster, Canara High School, Urva,  
Mangalore, South Kanara.
- \* 4. Secretary :—SRI T. P. SRINIVASAVARADAN, B.A., L.T.,  
Headmaster, Hindu High School, Triplicane,  
Madras-5.
- \* 5. Joint Secretary :—SRI U. SRINIVASA KINI, B.A., L.T.,  
Canara High School, Mangalore-3,  
South Kanara.
- \* 6. Treasurer :—SRI L. MARIAPRAGASAM, B.A., L.T.,  
San Thome High School, Mylapore, Madras-4.
- \* 7. Journal Secretary :—SRI C. RANGANATHA AIYENGAR,  
M.A., L.T., 39, Fourth Main Road, Gandhinagar,  
Madras-20.
- \* 8. Secretary, Protection Fund :—SRI V. B. MURTHY, M.A.,  
P. S. High School, Mylapore, Madras-4.

### District Guilds :

#### NORTH ARCOT—

- \* 9. (i) JANAB C. M. FAZALUR RAHMAN, B.A., L.T.,  
Headmaster, Islamiah High School, Pernambat.
- 10. (ii) SRI M. N. VADIVELU MUDALIAR, B.A., L.T.,  
Headmaster, Board High School, Arni.

#### SOUTH ARCOT—

- 11. SRI P. R. SWAMINATHAN, M.A., L.T., Headmaster,  
R. C. T. High School, Annamalainagar.

#### CHINGLEPUT—

- \* 12. SRI A. M. KANNIAPPA MUDALIAR, B.A., L.T., Headmaster,  
Pachiappas High School, Kancheepuram.

#### COIMBATORE—

- 13. (i) SRI R. RAJAGOPAL, B.A., L.T., Headmaster,  
Devanga High School, Coimbatore.
- \* 14. (ii) SRI K. M. RAMASWAMI GOUNDER, B.A., L.T.,  
Headmaster, D. J. High School, Gobichettipalayam.

**SOUTH KANARA—**

15. (i) SRI U. KESHAVA RAO, B.A., L.T., *Headmaster*,  
Canara High School, Urva, Mangalore-3.
16. (ii) SRI U. SRINIVASA KINI, B.A., L.T.,  
Canara High School, Mangalore-3.

**MADRAS—**

17. (i) SRI S. SANKARAN, B.A., L.T., National Boys' High  
School, Triplicane, Madras-5.
18. (ii) SRI P. M. VENKATAVARADAN, Assistant, R. M. High  
School, 8, Dandapani Street, T'Nagar, Madras-17.

**MADURAI—**

19. SRI S. KRISHNA AIYENGAR, B.A., L.T.,  
Sethupathi High School, Madurai.

**MALABAR—**

20. (i) SRI A. S. NARAYANA IYER, B.A., L.T., *Assistant*,  
Nurani Hindu High School, Palghat.
21. (ii) SRI K. KARUNAKARAN, B.A., L.T., *Assistant*, P-High  
School, Parasannikatavu, Malabar.

**RAMNAD—**

- \* 22. (i) SRI M. RAJAH IYER, M.A., L.T., *Headmaster*,  
Rajah's High School, Ramnad.
23. (ii) SRI V. ANTONISWAMY, M.A., L.T., *Headmaster*,  
Municipal High School, Karaikudi, Ramnad.

**SALEM—**

24. (i) SRI E. SHANMUGAM, B.A., L.T., *Headmaster*,  
Board High School, Krishnagiri.
- \* 25. (ii) SRI S. SUBBA RAO, B.A., L.T., *Assistant*,  
Little Flower High School, Salem.

**TANJORE—**

26. (i) SRI S. BALASUBRAMANIAN, B.A., L.T., *Assistant*,  
National High School, Nagapattinam.
- \* 27. (ii) SRI S. KUNCHITHAPADAM PILLAI, *Assistant*,  
Board High School, Kuttalam.

**TIRUNELVELI—**

28. (i) SRI H. VISVESWARAN, B.Sc., L.T., Thirthapathi High  
School, Ambasamudram.
29. (ii) SRI N. KRISHNA IYER, B.A., L.T., *Assistant*,  
St. Xavier's High School, Palayamkottai.

**TIRUCHIRAPALLI—**

- \* 30. (i) SRI R. BHUVARAHAN, M.A., L.T.,  
58, Nachiarkoil Street, Woriyur.
31. (ii) SRI J. G. CLEMENT, B.A., L.T., *Assistant*, Bishop Heber  
High School, Teppakulam, Tiruchirapalli,

\* Indicates Working Committee Members,

*Ex-Presidents of the Madras State Educational Conferences.*

1. 1926. MAHANANDI—Sri K. A. Nilakanta Sastri, Edward Elliots Road, Mylapore, Madras-4.
  2. 1936. SALEM—Sri S. E. Ranganathan, Bangalore.
  3. 1937. TANJORE—Sri C. Rajagopalacharfar, Bazlullah Road, Thyagarayanagar, Madras-17.
  4. 1938. MADRAS—Sri V. P. Audiseshiah, c/o The Principal, Voorhees College, Vellore.
  5. 1940. AMBASAMUDRAM—Dr. Sir A. Lakshmanaswamy Mudaliar, Vice-Chancellor, Madras University.
  6. 1941. RISHI VALLEY—Prof. A. Rama Iyer, 12, Abhiramapuram, 2nd Street, Madras-18.
  7. 1943. VELLORE—Gurukuladharmaacharya Sri K. Rangaswamy Iyengar, 105, Egmore High Road, Madras-8.
  8. 1944. ANNAMALAINAGAR—
  9. 1945. CALICUT—Dr. B. V. Narayanaswamy Naidu, Member, Tariff Board, Bombay.
  10. 1946. BELLARY—Sri M. S. Ekambara Rao, Besant Lane, Mangalore-3, South Kanara District.
  11. 1947. MADRAS—Sri T. T. Krishnamachary, Minister for Industries and Commerce, New Delhi.
  12. 1948. TIRUCHIRAPALLI—
  13. 1949. KURNOOL—Rev. Fr. Jerome D'Souza, S.J., Catholic Mission, Poona.
  14. 1950. DEVAKOTTAI—Dr. R. M. Alagappa Chettiar, 'Krishna Vilas', Vepery, Madras-7.
  15. 1951. MADURAI—Rev. Fr. T. N. Sequeira, S.J., St. Joseph's College, Tiruchirapalli.
  16. 1952. COIMBATORE—
  17. 1953. MANGALORE—Sri K. Kuruvila Jacob, Headmaster, Madras Christian College School, Madras-10.
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# THE SOUTH INDIA TEACHERS' UNION

*Presidents and Secretaries of District Teachers' Guilds—1953-54.*

No. Dist. Guild.	President.	Secretary.
1. N. Arcot	Sri C. M. Fazalur Rahman, <i>Headmaster,</i> B.A., L.T., Islamia High School, Pernambat.	Sri B. R. Ebanezer, B.A., L.T., Islamia High School, Pernambat.
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## *Minutes of the Annual General Meeting.*

The Second Annual General Meeting of the S.I.T.U. Publications, Limited, was held at 5-30 p.m. on Wednesday, the 28th April, 1954 in the Hindu High School, Triplicane. Sri K. Kuruvila Jacob, Chairman, presided. Fourteen shareholders were present in person.

The Secretary, Sri S. Natarajan, read the notice of the meeting.

Mr. K. S. Chengalroya Iyer proposed and Mr. K. M. Sivaraman seconded that the Report with the statements of accounts, etc. as presented by the Secretary be adopted. The Directors' Report and the audited Balance Sheet and the Profit and Loss account were unanimously adopted.

In the vacancy caused by the retirement of two Directors by rotation as per Article 23 of the Articles of Association of the Company, the names of Sri K. Kuruvila Jacob, Christian College High School, Madras, and Sri S. D. Krishnamurthi Rao, Hindu High School, Triplicane, were proposed and duly seconded. As there were no other nominations, these two persons were declared elected.

Messrs. V. Soundararajan & Co. were elected as Auditors for the year 1954, and their remuneration was fixed at Rs. 100.

A resolution was passed appreciating the services of the retiring Director, Sri P. Dorajkannu Mudaliar.

With a vote of thanks to the authorities of the Hindu High School for permitting to hold the meeting in the school, the meeting terminated.

K. KURUVILA JACOB,  
*Chairman.*

520, TRIPPLICANE HIGH RD.,  
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28th April, 1954.

S. NATARAJAN,  
*Secretary.*

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# COMMUNITY PROJECTS

*By*

S. MARIA JOSEPH, *Madras Christian College School.*

The Indian Constitution aims at establishing a Welfare State in India. The Community Projects are a step in that direction. The aim of this project is to bring prosperity to the people in a particular area through co-operation and willing effort.

## GENERAL FEATURES OF THIS SCHEME

The Community Projects Scheme was inaugurated all over India on October 2, 1952. To start with, 55 areas have been selected for intensifying development in fields such as agriculture, education, irrigation, communications, sanitation, health and social amenities.

The total expenditure is estimated at about Rs. 50 crores during the 3 year period commencing from 1952. The Government of the U.S.A. have agreed to contribute about Rs.  $6\frac{1}{2}$  lakhs for each area.

Each project area consists of 300 villages with a population of about 2 lakhs only.

The people are also expected to contribute towards expenditure in money, labour and kind so as to make the scheme a thoroughly people's programme.

## ORGANISATION

At the Centre there is a Central Committee for the management of the project. The Central Executive Officer is known as the Administrator. He is assisted by a group of field operators.

There is a Development Committee in every State and a Development Commissioner in charge of the work. In every District there is a Development Committee and a District Development Officer. Each project area is under the charge of a Project Executive Officer assisted by several departmental officers.

## THE SCHEME IN MADRAS STATE

The Government of Madras have set up 6 Community Project areas at the following places :

1. Cuddapah and Kurpool Districts.
2. Coimbatore and Trichinopoly Districts.
3. Malabar District.
4. East Godavari District.
5. Madurai District.
6. South Canara District.

## PROGRAMME

The following are the main items which come under the scope of the Scheme:

1. *Food and Agriculture* :—Reclamation of all available waste lands, irrigation facilities; provision of other facilities such as fertilizers, improved seeds, etc.; encouragement of the use of compost and organic manures; improvement of live-stock. These are some of the important items which will be attended to.

2. *Education* :—Some of the important items under this head are adult and social education, improvement of primary and secondary education, provision of educational facilities for the children of working classes. The right type of education, something more than the mere literacy, will also be undertaken with the co-operation of the educated people in the locality.

3. *Medical and Public Health Services* :—Some of the activities under this head are improvement of Hygiene in the locality, protected water supply in each village, proper disposal of human and animal waste, control of epidemics, and setting up of Public Health centres.

4. *Cottage Industries* :—The revival of Cottage Industries to give gainful occupation to the unemployed will be another important activity besides training will be given in up-to-date methods wherever required.

5. *Recreation* :—To create the feeling of corporate life and comradeship, Community entertainments such as sports, melas or fairs and bhajans will be organised.

#### PLAN OF WORK

To achieve all these objects each area has been divided into 3 convenient blocks to be taken one after the other. This does not mean activities will not be extended to other blocks as well simultaneously, when the people of the latter areas come forward with cash, labour and offers of land.

In each area an Advisory Body has been constituted consisting of Officials, Non-officials, Social Service Workers, representatives of agriculturists to advise on the needs of the locality and determine the priority in the matter of choice of needs. The Collectors and Project Executive Officers are empowered to convene the meetings of the Project Advisory Committee as frequently as possible.

The extention of the Scheme to other areas in the State depends mainly on the co-operation of the people in general and upon their spirit with which they accept this challenge to raise themselves.

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## NEWS AND NOTES

### KOTTAYAM TALUK AIDED ELEMENTARY TEACHERS' UNION ANNUAL CONFERENCE AT PALAYAD

That the whole programme of Elementary Education such as agency, control, finance, supervision and the scheme of studies requires a complete scrutiny and drastic revision and that the Government of India should appoint a special Commission to study these problems with a view to advising the State Governments on the measures to be taken for the implementation of Article 45 of the Constitution in the shortest possible time was the opinion expressed by Mr. E. H. Parameswaran, M.L.C. presiding over the 16th Annual Conference of the Kottayam Taluk Aided Elementary Teachers' Union held at Palayad on 16—5—1954.

The Conference which was very largely attended was held in a special pandal erected for the occasion. After prayer Mr. K. A. K. Nambiar, Chairman of the Reception Committee welcomed the delegates and the visitors. Mr. K. K. Kunhikannan Nambiar, B.A., B.L., Advocate, in declaring the Conference open stressed the importance of Elementary Education and appealed to the Government and the people to do their duty. After the reading of the messages and the Annual Report Sri E. H. Parameswaran, M.L.C. delivered his presidential address.

In the course of his address, Mr. Parameswaran declared that there should be a reorientation of our education system at all levels, elementary, secondary and collegiate. Tracing the history of Elementary Education in this country, he deplored the manner in which the reports and recommendations of successive commissions like the Hunter Commission, Sadler Commission, the Sargent Report, and the University Commission had been put into cold storage. He criticised the absence of any definite plan on the part of the Central and State Governments to carry out the provisions of Article 45 of the Constitution.

In pleading for the appointment of a Commission, he opined that the time had come to examine the question of agency. If Basic education was to be introduced all over the State, the Government should take over the full responsibility for Elementary Education as it would be impossible for private managements and local bodies to carry out the programme. The Central Government should treat extension of Primary Education as an essential part of the National Extension Service and assist the States with liberal financial aid towards Primary Education.

Proceeding Mr. Parameswaran said that the teacher was the pivot of the educational system and organised teaching opinion should be consulted in any programme of educational reconstruction. He referred to the opinion expressed by Prof. Humayun Kabir that the leadership of

the teacher should be maintained at all levels as the key for any reform was the teacher. Only teachers with personality and devotion for their work could overcome the limitations of an imperfect educational system.

Pleading for a living wage to the teachers, the President said, that the teacher was a human being and appealed to the Government to do something immediately for the amelioration of the lowest paid teachers who were doing national service of the highest order. The least that the Government could do was to adopt the salary scales laid down after mature consideration by the South India Teachers' Union. It was necessary to make provision for the triple benefit scheme, provident fund, pension and compulsory insurance for all teachers.

In conclusion, he appealed to the teachers to aim at a high standard of efficiency, to strengthen the S.I.T.U. and join the Protection Fund.

Messrs. A. P. P. Nambudiri, B.O.L., P. R. Nambiar and Adiyodi delivered interesting lectures on Literature, the Modified Education Scheme and Teachers' Unions.

Resolutions were passed requesting the withdrawal of the New Education Scheme.

2. Basic salary of Rs. 50 for all Elementary School teachers.
3. House Rent allowances in urban areas.

After a programme of variety entertainment, dance, etc., the Conference terminated with a vote of thanks by the Joint Secretary.

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#### PONNANI TALUK PRIMARY TEACHERS' CONFERENCE

Presiding over the 13th Annual Conference of the Ponnani Taluk Aided Elementary School Teachers' Union held on 2—5—1954 evening at the premises of the Vaikkattur Higher Elementary School, Valancheri, five miles from Kuttipuram, Prof. E. N. Subrahmanyam, Vice-President of the S.I.T.U. regretted that the Five Year Plan did not hold out any hope of a fair deal to the primary teachers who were the backbone of the educational system. He pointed out that the Planning Commission had calculated that a national system of education providing education for 100 per cent of the children of the age group 6 to 14, Secondary education for 20 per cent and University education for 10 per cent and Technical education on a modest scale would cost Rs. 400 crores annually. As against this the first Five Year Plan had provided for only Rs. 155.66 crores i.e. Rs. 31.13 crores per annum. This was pitifully inadequate.

Referring to the new Elementary Education Scheme, he said, that while the Punjab was planning to introduce a scheme on the lines of the Madras scheme, it would be a folly if the scheme should be thrown overboard in Madras because Rajaji had made his exit. He suggested

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that the Scheme should be tried in a few select areas with such modifications as have been suggested by the Parulekar Committee at least for two or three years before pronouncing it to be a failure.

In conclusion he put forward a plea for a compulsory and comprehensive scheme of social security for the teaching profession.

Mr. K. M. Ramachandran, Chairman of the Reception Committee welcomed the gathering and Mr. Syed Mohideen Shah, Principal of the Feroke College who inaugurated the Conference appealed for unity in teaching ranks and exhorted the teachers to develop character, intellect and personality.

Mr. V. Madhavan Nair presented the annual report and Mr. V. Kumara Menon read the messages of good wishes received from the Director of Public Instruction, Madras, Poet Vallathol, President of the S.I.T.U. and others.

Among the many resolutions adopted by the Conference were those requesting the State Government to withdraw the new Elementary Education Scheme and to implement the Central Pay Commission's recommendations relating to salary scales and service conditions.

The Educational Exhibition held in connection with the Conference was declared open by Mr. K. C. Kuttunni Rajah, Headmaster of the Valancheri High School. Mr. P. K. Koru presided over the symposium on the new Elementary Education Scheme which was led by Mr. V. Kumara Menon.

Mr. M. P. Govinda Menon, M.L.C. supported the scheme while Mr. C. C. Nair urged its withdrawal. Mr. K. Bhiman Nair, Headmaster of the Basic Training School, Porur, pleaded for the extension of Basic Education. The Cultural Conference was addressed by Mr. Achuta Kurup.

The President of the Conference distributed prizes and certificates of merit to the winners in the various competitions and the best exhibitors.

Mr. P. Ravunni, Secretary of the Reception Committee proposed a vote of thanks.

*Correspondent.*

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*List of publications thankfully received :—*

1. Sri Venkateswara High School Magazine, Vellore—April, 1954.
2. The Hindu High School Magazine, Triplicane—April, 1954.
3. Municipal Secondary School, Kancheepuram Annual Magazine—1953-54.
4. The Teachers' College Magazine—1953-54 (March, 1954).
5. Ratnaharam—Annual. Rajah's High School and Training School, Kollengode—March, 1954.
6. North Arcot District Teachers' Guild Silver Jubilee Souvenir, 1952,

C.R.

GOVERNMENT OF MADRAS  
HEALTH, EDUCATION & LOCAL ADMINISTRATION DEPARTMENT.

MEMORANDUM No. 40481 E.4/54-1, DATED 3—5—1954.

SUBJECT :—Educational concessions to children of Non-Gazetted Officers and others—Applicability to children of employees who are retired from service but re-employed. Date of effect.

REF. :—Government Memorandum No. 37063 D/53-3, dated 19—10—1953  
From the Secretary, the South India Teachers' Union, dated  
20—4—1954.

The Secretary, the South India Teachers' Union, Madras, is informed that the educational concessions granted in the Memorandum cited to the children of Non-Gazetted Officers, teachers and others who have retired from service but are re-employed after retirement will take effect from 19—10—1953, i.e., the date of the order. A copy of the said Memorandum is furnished.

(Sd.) A. GOVINDA MENON,  
Assistant Secretary to Government.  
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GOVERNMENT OF MADRAS  
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MEMORANDUM No. 37063 D/53-3, EDUCATION, DATED 19—10—1953.

SUBJECT :—*Education—Educational concessions to children of Non-Gazetted officers and others—Applicability to the children of employees who are retired from service but re-employed—Orders passed.*

READ :—G.O. No. 1250, *Education*, dated 31—5—1952—Government Memo. No. 27 566 B.-D. 52-4, *Education*, dated 24—4—1953.

In partial modification of the instructions in the Government Memorandum cited, the Government direct that the educational concessions admissible under G.O. No. 1250, *Education*, dated 31—5—1952, be granted to the children of Non-Gazetted officers, teachers and others who have retired from service but are re-employed after retirement.

(Sd.) J. SIVANANDAM,  
*Secretary to Government.*

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